





MOOC CAMP FACILITATOR GUIDE



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MOOC Camp Facilitator Guide

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What Is the Purpose of this Guide?

This guide was written to support facilitators of Massive Open Online Courses (MOOCs). A MOOC is an online course available to anyone who wants to enroll. A MOOC Camp is a series of sessions in which a facilitator and learners regularly come together in a physical setting to explore the contents of a MOOC. This guide has been designed to give general information about MOOCs and to help MOOC Camp facilitators successfully plan, organize, and facilitate MOOC Camps. It is meant to be user-friendly for both those who have familiarity with MOOC Camps and those who intend to lead a MOOC Camp for the first time. This guide starts with an explanation of MOOCs and MOOC Camps and then moves on to provide information for planning and facilitating your own MOOC Camp.

How to Use this Guide:

Although this guide was designed with a clear beginning, middle, and end, you do not have to read the entire guide from beginning to end. If you do not have any experience with MOOCs or MOOC Camps, you might want to start from the beginning and read the entire guide. If you already have some experience with MOOC Camps and want more direction and ideas for a specific aspect of a MOOC Camp, you can go directly to the section or sections you think will be most useful. We believe this guide will be useful for you as you plan and carry out your MOOC Camp.

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BASICS: UNDERSTANDING MOOCS

What is a MOOC?

MOOC stands for Massive Open Online Course. A MOOC is an online course that is open to anyone who wants to enroll; there is no limit for attendance. MOOCs cover a variety of topics and subjects. For whatever you want to learn, you can probably find a MOOC. MOOCs typically last from four to six weeks, in some cases longer. The time commitment needed to complete all components of each weekly module is usually around five to six hours, but this varies from learner to learner. Some MOOC providers offer specializations, degrees, and certificate programs, which require completion of a number of certain courses. MOOCs have a variety of learning components but typically have lectures, videos, and reading materials as well as discussion platforms where course participants can interact. Most MOOCs also have assessments, such as quizzes and tests. Successful completion of all MOOC components generally results in a certificate.

You can find information on <https://americanenglish.state.gov> about OPEN (Online Professional English Network) MOOCs for learners including *English for Business and Entrepreneurship*, *English for Career Development*, *English for Science, Technology, Engineering, and Mathematics*, *English for Journalism*, and *English for Media Literacy*.

The American English website also has information on MOOCs for English language teachers: *Teaching Grammar Communicatively*, *Integrating Critical Thinking Skills into the Exploration of Culture in an EFL Setting*, *Content-based Instruction*, *Teaching English to Young Learners*, *Professional Development for Teacher Trainers*, and *Using Educational Technology in the English Language Classroom*. You can find information about these MOOCs at <https://www.openenglishprograms.org/MOOC>.

MOOC Providers

There are numerous MOOCs covering a variety of subjects. Below is a list of some of the common providers. Keep in mind, however, that this list is continuously expanding as new providers enter the market.

- Academic Earth <http://academicearth.org>
- Canvas <http://www.canvas.net>
- Cognitive Class <https://cognitiveclass.ai>
- Coursera <https://www.coursera.org>
- edX <https://www.edx.org>
- FutureLearn <https://www.futurelearn.com>
- Khan Academy <https://www.khanacademy.org>
- iversity <https://iversity.org>
- MIT OpenCourseWare <https://ocw.mit.edu/index.htm>
- NovoEd <https://novoed.com>
- OpenLearning <https://www.openlearning.com/courses>
- Saylor Academy <https://www.saylor.org>
- Udacity <https://www.udacity.com>
- Yale University <https://oyc.yale.edu>

The Cost of a MOOC

Many MOOCs began as completely free courses, but now many MOOCs have both free and paid components. For some MOOCs, you can sign up and access most learning materials for free, but graded assignments and certificates require payment. Some MOOCs allow free access to all components, but require payment for a certificate to prove successful completion of the course. Some MOOC providers charge a monthly fee for unlimited access to the courses. MOOC providers differ on what they provide for free and what they provide at a cost as well as how much their course certificates cost. Some MOOCs offer financial aid to help participants who are not able to cover tuition fees. Carefully check information about any required payment before signing up for a MOOC.

How MOOCs Can Benefit Users

MOOCs offer many benefits to students, teachers, and self-paced learners.

POTENTIAL BENEFITS OF MOOCs

- Participants can practice and develop language skills.
- Participants can learn content about a broad range of topics.
- Participants can develop Internet and computer skills:
 - Participants can learn to navigate online learning.
 - Participants can develop an understanding of available online courses and resources.
- Participants can study at their own pace and schedule.
- Anyone can sign up for a MOOC. (You don't need a specific degree or previous training to enroll.)
- Participants can interact with other learners in meaningful ways:
 - Learners can share ideas and perspectives about the material and topics studied.
 - Learners can work together to develop strategies for learning MOOC material.
 - Learners can provide one another feedback to support learning.
 - Learners can share related information and resources.
 - Learners can develop cross-cultural understanding when working with learners from other backgrounds.
- MOOCs are accessible professional-development opportunities:
 - MOOCs can help learners keep up-to-date with education and job-related skills.
 - Participants who successfully complete a MOOC can receive a certificate.
 - Successful completion of MOOC courses can be directly added to a LinkedIn profile.
- MOOCs can give learners a taste of a subject they are interested in before they commit to a more-involved level of study, such as a degree program.
- MOOCs can help facilitate understanding of difficult subject matter in other courses.

Ways to Work with MOOCs outside of the Regular Format

Some MOOCs are Open Educational Resources (OER), which means that anyone can use, adapt, and share MOOC materials. MOOCs can be used in a variety of ways to fit individual study or teaching needs. While it is certainly beneficial to complete all components of a course, for some learning or teaching purposes you might use only some parts of a MOOC. For example, if you are interested in developing your interview skills, you might enroll in the *English for Career Development* MOOC but only access the module on interview skills. If you want to help students learn to write thesis statements, you might enroll in a course on essay writing but focus on material related to thesis statements.

SOME EXAMPLES OF ADDITIONAL WAYS TO WORK WITH MOOCS

- Teachers or facilitators can use materials and content from MOOCs for instruction in their classes.
- Teachers can use materials and content from MOOCs to prepare for classes.
- Students can use material from MOOCs for study purposes.
- Teachers or facilitators can use material from MOOCs to facilitate club activities or conversation clubs.
- Teachers or facilitators can use content and materials from MOOCs to develop and lead workshops or other training sessions.
- Teachers can remix material from a MOOC (for instance, by blending some MOOC content with their own content) to make it suitable for a particular class.
- Teachers might direct their students to complete some tasks from a MOOC for an assignment or extra-study purposes.

MOOC Schedule Flexibility

Although most MOOCs follow a week-based schedule with a certain number of tasks that learners should finish each week, many MOOCs have some flexibility. For example, if a learner gets behind in some of the week's tasks, there may be a grace period whereby the learner can catch up with the work missed. Additionally, some MOOCs will save all the work a learner has so far completed and allow the learner to join a later session and complete the rest of the course. Most MOOCs repeat several times throughout the year, which gives learners many opportunities to finish a MOOC that they have started but not completed. Moreover, some MOOCs allow learners to work ahead.

BASICS: UNDERSTANDING THE MOOC CAMP

What Is a MOOC Camp?

A MOOC Camp is a series of face-to-face sessions based on a MOOC. The term “camp” in education means an informal gathering of learners working together to discuss new ideas and concepts. Camps can be held in any location that works for a group of educators, such as a classroom, a computer lab, an American Space, a library, or a community center. MOOC Camps provide the opportunity to blend the online learning of MOOCs with in-person learning experiences. MOOC Camps are led by one or more facilitators who organize and facilitate sessions. MOOC Camps should be open to the general public. However, because of specialized course content or a required level of language ability, some MOOCs will have a target audience.



What Is the Purpose of a MOOC Camp?

Although many learners are enthusiastic when they enroll in online courses, some of them do not maintain that enthusiasm throughout the entire course. There are a variety of reasons that enthusiasm might drop off. Some learners might have trouble with the content; some might have difficulties with technology; and some might struggle to stay motivated for an entire online course when they are doing it on their own. Because MOOC Camps offer support to learners who need assistance and offer the opportunity for learners to interact, participants are more likely to complete a MOOC when they are part of a MOOC Camp. MOOC Camps can also serve as a way to build a community of learners within a school, professional institution, or other organization.

What Is a Facilitated Session?

In a facilitated session, the participants and facilitator(s) meet together to go over the contents of a MOOC. In other words, contents from a particular MOOC are used as the basis for a face-to-face interactive session.

Role of the MOOC Camp Facilitator

The facilitator's main responsibilities include, but are not limited to, the following:

- Organizing and scheduling MOOC Camp sessions
- Preparing for and facilitating MOOC Camp sessions
- Encouraging learners to attend MOOC Camp sessions and actively participate in sessions
- Supporting and helping participants with problems or difficulties that arise

Additionally, the facilitator might take on other responsibilities such as offering extra help with digital skills or assignment-related tasks.

Who Can Be a MOOC Camp Facilitator?

Almost anyone can facilitate a MOOC Camp: teachers, community leaders, embassy personnel, alumni and grantees, American Spaces coordinators and staff members, conversation club leaders, students, volunteers, and so on.

The most important attributes of a MOOC Camp facilitator are enthusiasm and available time for preparing and carrying out an entire MOOC Camp. Additionally, facilitators should have good language skills in the language of delivery and basic familiarity with the Internet and computers. Previous experience with MOOCs and MOOC Camps is helpful.



Co-Facilitating

MOOC Camps can be co-facilitated with two or more facilitators. Co-facilitating can help sessions run more smoothly, especially with large groups. Before starting a co-facilitated session, however, each facilitator should be clear about the work they will do. For instance, one facilitator may have the main role of guiding content and directing learners while the other facilitator serves as a support person. The support person might perform such activities as assisting learners who need extra help, setting up and running equipment, passing and collecting handouts, and other related tasks. If more than one person will be leading the content-aspects of a session, it's important to be clear about who is doing what so that facilitating goes smoothly. In a co-facilitation model, you do not want two leaders who are contradicting or repeating each other. Co-facilitation that is disorganized can result in poorly-led sessions that are difficult for participants to follow.

Ways of Coordinating and Presenting a MOOC Camp

There are different ways of arranging a MOOC Camp. The choice will depend on your particular context, the size of your group, and the needs of your participants.

A. Facilitator delivers all content to participants

In this model, just the facilitator signs up for the MOOC and then coordinates all sessions for all participants through their account. If Internet access is available, the facilitator and participants can work together through the facilitator's account. If Internet access or bandwidth is problematic, the facilitator can first download course materials and then use them with participants. The facilitator might also print out and copy materials if needed. Participants can do some work on their own outside of the facilitated session, such as reading or writing activities. This option can be the best choice in contexts where Internet access is very limited. In this model, sessions typically need to be at least five to six hours per week (and sometimes even longer) to finish all activities.



B. Facilitator and participants meet regularly for facilitated sessions

In this model, both the facilitator and participants sign up for the MOOC and then meet regularly for facilitated sessions. Depending on how much time is available for the sessions, the facilitator might go over all MOOC content with participants, or the facilitator can go over certain parts of the weekly content with participants, leaving the rest for participants to complete on their own. Alternatively, the facilitator might have participants do all module work on their own and then come to facilitated sessions ready to participate in face-to-face activities related to that week's content or other related activities.

C. Facilitator offers minimal direction

In this model, both the facilitator and participants sign up for the MOOC. The facilitator meets with students for an orientation session, and then participants complete modules on their own throughout the course. When the MOOC is over, participants who have completed the course come together with the facilitator for graduation. This is not the favored model because it leaves participants to do most of the work on their own. In contexts where access to a venue is limited or participants cannot come together for regular facilitated sessions, this might be the best option. However, in order for this model to work, participants need to have fairly reliable Internet access and be highly motivated.

PLANNING YOUR MOOC CAMP

Organize the Schedule

Aim to have at least one facilitated session a week over the course of a MOOC. MOOC Camps work best when participants meet regularly. You will also want to plan for an orientation session before the start of a MOOC and a graduation upon completion. For a five-week MOOC, then, you would plan for a seven-week MOOC Camp with five weeks of facilitated sessions, an orientation session, and a graduation.

Identify Your Audience and Their Needs

MOOC Camps work best when they meet the needs of the audience you are working with. For instance, a MOOC on teaching with technology would specifically target teachers, and a MOOC about business and entrepreneurship would be good for those already in business or interested in business. While it's important to get the information for your MOOC to your target group, don't exclude or discourage anyone who shows interest in the Camp, even if they are not currently involved in work or study related to the MOOC topic. For example, an engineering student might be interested in a business MOOC or a teaching-related MOOC. Keep in mind that some participants might not have a specific interest in the topic of a particular MOOC but might be open to any course because they value the opportunity provided by the MOOC Camp to learn new skills, and some participants might see the MOOC Camp as a good way to practice English.

A note on English level: Be attentive to the level of English needed for any MOOC Camp you plan to deliver and try to match it to your participants' approximate level. If the English level is too advanced for your students, they might have difficulty keeping up. A great feature of the American English MOOCs is that they have two versions of the reading texts: a basic level and an advanced level. While it is important to be mindful of the language level, don't discourage any interested learners from enrolling in the MOOC or participating in the facilitated sessions.

Select a Venue

MOOC Camps can be held at American Spaces; embassy-affiliated spaces such as research councils, bi-national centers, Fulbright commissions, universities, schools, community learning centers, and libraries; and so on. In selecting a venue, it's important to find a place that can accommodate all your scheduled MOOC sessions, that is large enough for your



projected audience, and that either has the technical equipment and facilities you plan to use or will allow you to bring in your own equipment. In some cases, where travel might be difficult or impossible, you can host a MOOC session virtually through video conferencing or a dedicated space such as a Facebook group.

Publicize Your MOOC Camp

Before starting your MOOC Camp, make sure to get the word out. Advertise your MOOC Camp far enough in advance to as many potential participants as possible so that you will be able to gather a reasonable number of participants. You can advertise through social media, webpages, and email, or by posting information in American Spaces, your local library, universities, community centers, and so on. In short, advertise your MOOC in any place where you think you would find interested participants. You might ask participants to sign up before the start of a MOOC so that you can get a rough idea of how many will attend, but be open to getting as many participants as possible. In some cases, interested participants will bring their friends, colleagues, or classmates.

Launch Your Camp

Launch your Camp as planned and follow the schedule accordingly. If you do not initially get as many participants as expected, don't be discouraged. You might find that more participants will join the sessions as the MOOC Camp progresses. If you continue to host MOOC Camps on a regular basis, you will probably find that the number of participants will increase. In other words, it might take time to build a student base.

THE ORIENTATION SESSION

Plan your orientation session so that you have enough time to meet with participants before the MOOC begins. It can be stressful for participants if they have to start the course right after the orientation. Hold the orientation session at least a few days before the MOOC begins. This way participants will have enough time to prepare what they need in order to make the MOOC a productive learning experience.

During your MOOC Camp orientation, you will want to accomplish the following:

- Go over MOOC and facilitated session basics.
- Help participants learn how to navigate a MOOC.
- Encourage potential participants that might be reluctant.
- Go over your MOOC Camp rules.



Go Over the Basics

Make sure participants understand what a MOOC is, the purpose of the MOOC Camp, in general what you will do during the facilitated sessions, the MOOC Camp schedule, and how they can earn a certificate. It might be useful to provide students with a handout of Frequently Asked Questions, such as you can find in Appendix A. Note, however, that this handout might need to be adapted to fit your particular context. Additionally, MOOCs periodically change; therefore, the information in this handout might need periodic updates.

Help Participants Learn How to Navigate a MOOC

You cannot assume that your participants know how to navigate a MOOC. MOOCs, online learning, and basic computer skills might be completely new or unfamiliar to some or even many of your participants. Go slowly; take time to explain everything carefully; and repeat answers and relevant modeling when necessary. Be patient with learners who are not familiar with technology. If you have some knowledgeable tech-users with you, whether as facilitators or as course participants, you can ask them to assist you in helping the beginners learn the basic features of the MOOC.

First, show participants how to create an account and log in. Then spend some time showing participants how to navigate the main features of the MOOC. For example, show them how to view content, take quizzes, upload assignments, and post to the discussion board. A computer lab with a projector would be the ideal place for conducting your orientation session. If you don't have a computer lab, you can project your session on a screen and guide participants through the various features and functions of the MOOC. If participants have mobile devices (such as phones, tablets, or laptops) and an Internet connection, they can use their devices to sign up for the MOOC and practice navigating key features. In the absence of any computers or mobile devices or a working Internet connection, you can still go over the key features of the MOOC. In such a situation, participants might be able to later access a device to sign up for the MOOC. After the orientation session, you might need to spend some extra time individually helping students create accounts or learn how to use some of the features of the MOOC.

Explain MOOC Camp Rules

In most cases, you don't need to have a heavy-handed approach with a list of numerous rules, but you will want to go over the basic rules and guidelines for your MOOC Camp. Rules might include appropriate use of electronic devices, attendance, and expectations for participation in facilitated sessions. In many contexts, participants highly value certificates, so it's important to let participants know your rules for earning a MOOC Camp certificate before the Camp begins. If participants need to attend 80 percent of the facilitated sessions to get a certificate, for instance, let them know that.

THE FACILITATED SESSIONS

There are many ways you can work with a MOOC in facilitated sessions. Many of your decisions, of course, will depend on the format you have planned to carry out. If your participants do not have any way to access the MOOC on their own, then you might try to go through as many of the online activities with them as you can within your scheduled time frame. If you are only meeting for a short time each week, then you will have to make choices about what you can do within the time allotted. Participants learn best when they actively engage with the material and have opportunities to engage with one another, so be sure to incorporate components that allow for active participation in discussion or other activities. Refrain from just playing videos or lecturing on course content. Remember that participants can do some work on their own outside of the facilitated sessions even if you are going over all the work with them through your account. For instance, you can assign reading or writing tasks that participants complete during the week that you then go over together during the next facilitated session.

Planning Your Facilitated Session

While planning each facilitated session, carefully consider how much time you have for your facilitated session. Remember that most MOOCs are estimated to require about five to six hours per week to complete all activities in each module, though the exact amount of time varies with the MOOC and the learner. However, in facilitated sessions that require setup and arrangement of various activities and that might need time for revision of materials and instruction, this estimate might be conservative.

If you do not have enough time to complete all the components of each module in a facilitated session, make careful choices about what you will do. You might, for instance, decide to cover a couple of videos, their related vocabulary and grammar exercises, and one reading activity. Make sure that what you decide to do with your participants does not rely on information from another component that you have skipped.

In your preparation, it's a good idea to familiarize yourself with the entire module and the entire MOOC even if you plan to skip some parts. This way you will be able to arrange connected lessons within each facilitated session and maintain a general connection over the course of the MOOC Camp. You will also be able to assist learners with any questions or comments they may have about parts of the module you did not go over in your facilitated session.

Ways to Structure MOOC Camp Sessions

Seminar format:

In the seminar format, you meet and discuss some of the material of the week's lesson or focus in-depth on a certain topic covered in the MOOC. You can use the materials from the current lesson, such as videos or readings, to base your discussions on. While each MOOC has supplementary worksheets and activities, your sessions do not need to be limited to using only these materials. You can also incorporate other activities related to the lessons and topics covered in the MOOC you are facilitating.

Enrichment format:

In the enrichment format, rather than having discussions based on the MOOC, facilitated sessions build on course content. For instance, you might create activities based on the current week's content or bring in guest speakers. In this format, participants typically do the online content on their own outside of the facilitated MOOC Camp sessions.

Project-based format:

In the project-based format, participants create and carry out projects that are meaningful to them based on the topic of the MOOC. For instance, if you are doing the *English for Science, Technology, Engineering, and Mathematics* MOOC, participants might visit a local environmental protection agency, find out about the kind of work they are doing, and then help the agency create a brochure explaining their main activities or provide content for the agency's website. The participants might also visit local schools or other organizations to promote awareness of the organization of focus and let others know how they can get involved. This format works best with highly-motivated and independent participants with enough time to carry out different aspects of a project. For example, this could be a suitable format for university or high school students during a break from school but may not work with a group of working adults.

Blended format:

You might choose to blend different aspects of the above formats. For instance, you could use the seminar format as a base and then add in some elements of the enrichment or project-based format.

There is no strict format for how you carry out your facilitated sessions. You want to make choices that are best for your participants and that will work within your context.

Virtual MOOC Camps

Although the original purpose of the MOOC Camp was to bring participants together to discuss MOOC material and interact in a face-to-face context, it might not always be possible to carry out face-to-face MOOC Camps for various reasons. If you cannot host a face-to-face session, you might decide to host a virtual MOOC Camp instead. Many of the suggestions for hosting a face-to-face MOOC Camp listed in this guide, such as scheduling, recruiting participants, and helping participants navigate the MOOC, will apply to the virtual environment. The main difference is that the virtual MOOC Camp will be carried out in virtual spaces rather than physical ones.

For facilitated sessions in a virtual MOOC Camp, you will need to use a platform where participants can meet online, such as Zoom, Google Meet, or Microsoft Teams. As the MOOC Camp facilitator, you will choose a delivery method that will work best for your participants and your context. You might meet regularly online for facilitated sessions over the course of the MOOC, or you might just meet for an orientation and a graduate session. If possible, it is better to meet regularly since the real purpose of the MOOC Camp is to provide a platform where participants can be supported as they work through the MOOC. Regular sessions can also help your MOOC Camp participants stay connected to other people in the local community or even to meet new people outside the local area.

Virtual MOOC Camps have the advantage and disadvantage of being able to host an unlimited number of participants. You will need to think carefully about how many participants you will be able to reasonably host. There is no exact limit, but in a group of more than 40, participants' ability to interact meaningfully might be limited. If you have many people interested in your virtual MOOC Camp, you might consider hosting multiple sections. You can assign a facilitator to each section so that no one facilitator has too much to do.

Personal Learning Networks (PLNs)

In addition to your virtual MOOC Camp sessions, it's a good idea to set up a Personal Learning Network (PLN), on platforms such as Facebook or WhatsApp. The purpose of the PLN would be to provide participants with a virtual space where they can interact at any time. MOOC Camp participants can support each other through the PLN by sharing information, asking questions, and reflecting on content learned in the MOOC. Participants might also share other information related to the MOOC topic or similar areas of interest. As the moderator of the PLN, you can respond to questions and requests as needed.

Try different kinds of supplemental activities

Here are some suggestions for possible supplemental activities, but you do not need to be limited to the suggestions on this list. Use your imagination to create and carry out engaging activities.

SOME IDEAS FOR SUPPLEMENTAL ACTIVITIES

English for Business and Entrepreneurship

- Participants create their own mock business and present it to the class. The audience asks questions and then votes for the business with the most promise.
- Participants interview an entrepreneur or business owner in their community and report on what they learned (spoken or written).

English for Media Literacy

- Participants analyze advertisements from the Internet, magazines, billboards in the surrounding area, etc.
- Participants analyze news articles from different media sources.

English for Career Development

- Participants have mock job interviews based on their resumes or CVs.
- Participants review one another's resumes or CVs.
- Participants review one another's cover letters.

English for Journalism

- Participants practice writing journalistic-type articles.
- Participants have mock interviews, posing in different roles, such as reporter and witness or reporter and politician, and then write an article.

English for STEM

- Participants present an environmental issue and explain the problem and possible solutions.
- Participants research a local environmental issue and report on it to the group. All group members talk about potential solutions.

Activities that can be used with a wide range of topics:

- **Posters:** Participants design posters to present to an audience. Posters can be made by individuals, pairs, or groups. Posters can either be presented to the entire class one by one or by having a gallery walk. In a gallery walk, half the participants display their posters while the other half walks by to see each poster as though they are at a gallery. The creators of the posters present their ideas while the observers ask questions. When the first half of the class has finished presenting, roles are reversed; presenters become observers, and observers become presenters. Electronic posters can be made in Canva (<https://www.canva.com/>).

Here are some examples of topics you could use for posters:

- Participants make a poster about an environmental issue (English for Science, Technology, Engineering, and Mathematics).
- Participants make a poster advertising a local product (English for Media Literacy).
- Participants make an advertisement for their new business (English for Business and Entrepreneurship).
- **Brochures:** Participants design a brochure and later present and explain the brochure to the audience.
- **Panel discussion:** Participants form a group of experts on a certain topic. Each group member researches a different aspect of the topic and presents it to the audience who then addresses questions to the panel.
- **Unclear points:** Participants seek clarity on difficult points. Participants write down any aspects of the content from the MOOC or facilitated session that they are unsure about. Participants can then discuss these points with a partner or group, or they can pass their notes to the facilitator who addresses the whole group to make sense of the difficult points.
- **Jigsaw reading:** Participants share gained expertise on different parts of a text. Print out a reading passage from the MOOC. Cut the reading text into three equal parts so that each member of a group will have one part. For example, for groups of three, cut the text into three parts: A, B, and C. Each person reads their part of the text silently. Then students move to a group that has the same part: A's with A's, B's with B's, and C's with C's. In their new groups, participants work together to understand and summarize their section. Participants then return to their original groups and give their summaries to recreate the full text. Afterwards, participants can work on comprehension and discussion questions.
- **Debate:** Participants debate an issue related to the content of the MOOC. Divide participants into pairs or groups, making sure to have an even number of pairs or groups. Provide the entire class with the same debatable claim: for example, *Cats make better pets than dogs*. In pairs or groups, participants brainstorm support for both sides of the issue: for and against. Then randomly assign each pair or group a position, ensuring that half of the groups are in support of the claim and half counter it. For instance, everyone who has A is for the claim, and everyone who has B is against it. Put each A team with a B team. Give participants ten or fifteen minutes to debate the issue. Finally, discuss the issue as a whole class.

A Note on Guest Speakers

Over the course of your MOOC Camp, you might bring in a guest speaker or speakers with experience or expertise related to the content of the MOOC. If you are working on the *English for Business and Entrepreneurship* MOOC, for instance, you might invite local entrepreneurs or small business owners. Having the chance to listen to and interact with members of the local community can be very motivational for participants.

Giving your speaker some specific information about your MOOC Camp will help the speaker prepare and will typically make their visit more effective for the audience.

Let your guest speaker know the following:

- The general content of the MOOC you are working on
- How much time you want them to speak (It's generally best to limit them to an hour or less.)
- The approximate English level of your participants
- Your preference for an interactive session with discussion or opportunities for question and answer with the speaker

FACILITATING

As a facilitator in the MOOC Camp, you are more of a guide than a teacher. You want to set up and lead activities so that your participants can learn, practice, and discover meaning as they work together. Participants of MOOC Camps are also often interested in practicing their language skills, so you want to give them plenty of time to speak with each other. In addition, you will want to be available to assist participants with questions and problems they might have.

Use a Variety of Interactional Patterns

As a facilitator, you play an important role in getting participants to engage with the content of the MOOC and interact with each other. At times, you can ask some questions that the whole class will answer or direct questions to some individuals. However, you want to be careful not to rely solely on using these techniques. In a teacher-directed class where the teacher only asks individuals or elicits only choral responses, students typically don't get much speaking practice, and some participants might not speak at all. In order to give your participants ample speaking practice and opportunities to engage with the content of the MOOC and each other, you will want to incorporate some pair and group work. For example, you can put participants with a partner or in a group and let them ask and answer comprehension or discussion questions. Overall, aim for a variety of interactional patterns in your sessions, including pair work, group work, and whole class work. You will also want to allow time for individual work such as completing an exercise or writing a paragraph. This does not mean that you have to use every interactional pattern in every session, but that you want to be attentive to using a variety of interactional patterns over the course of your MOOC Camp.

Using Pair Work and Group Work

Steps to follow before starting an activity:

1. Put learners in pairs or groups. Make sure all participants know who they will be working with.
2. Explain the task (it's also a good idea to have a copy of the instructions on PowerPoint, a board, a flip chart, or a handout that participants can refer to in case they get confused).
3. Tell participants how much time they will have for the task.
4. Let participants know how the task will end. You might have a signal such as ringing a bell, raising your hand, or clapping.
5. Signal the start of the activity with a specific phrase such as "Okay, you can begin" or "Start."



Putting Participants in Pairs or Groups

You can have participants get into pairs or groups with other participants near them, or you can designate pairs and groups. With large groups, it is often easier to have participants work with the participants next to them or in front or behind than to assign partners or groups. However, allowing participants to choose who they work with can sometimes create an awkward social situation, and participants who are allowed to choose their partners or groupmates tend to choose to work with the same partners and groupmates repeatedly. Since all learners have different English proficiency levels and ideas to contribute, it's good for participants to work with a variety of other participants over the course of a MOOC. You want to, therefore, at least on occasion pair or group students randomly.

SOME IDEAS FOR GETTING PARTICIPANTS INTO PAIRS OR GROUPS

- **Picture pairs or groups**

You will need pictures from magazines or postcards. For pairs, cut magazine pictures or postcards in half. Give one half of each picture to each participant. Participants walk around to find the other half of their picture. A completed picture makes a pair. For groups, cut each picture into pieces depending on how many students you want to have in each group. Completed puzzles determine groups.

- **Name card pairs or groups**

Write each student's name on a piece of paper. Put all pieces of paper in a box or bag. Then draw names from the box or bag to create pairs or groups.

- **Proximity pairs or groups**

Have students make a line according to some kind of criteria. For example, students might line up according to their birthdates from January to December. Then pair or group students who are standing next to each other. You can line up students according to any criteria, such as longest to shortest hair, most to least number of hours of TV watched per week, and so on.

- **Collocation pairs**

Put together a list of collocations, such as salt and pepper, and bread and butter. Write one item on each card. For instance, one card says *salt* and another says *pepper*. Distribute a card to each participant. Participants then find their matches. Salt finds pepper, bread finds butter, and so on.

- **Question/Answer pairs**

Make a list of questions and answers. Write one question on one card and the corresponding answer on another. For example, one card says "What is the capital of Senegal?" and the other card says "Dakar." A matching question and answer makes a pair.

- **Letter/Number pairs or groups**

Give each student a piece of paper with a number or letter on it (e.g., 1, 2, 3... or A, B, C...). Students find their matching letter(s) or number(s) to form pairs or groups.

During Pair and Group Work:

- Monitor the activity.
- Be available to assist with questions or problems, but don't be an interfering presence.
- If necessary, give participants periodic notifications of how much time remains to complete the task.
- Note down any problems, questions, or issues that come up that you will want to address with the entire group.
- Stop the task when time is up.

Following the Task

At the completion of a task, you will want to wrap up the activity in some way before moving on to the next activity or finishing the session. In some cases, you might need to go over all the questions of an exercise; in many cases, however, you do not. Be attentive to how much time you have. Unless the class is very small, getting a full report from each pair or group is generally too time-consuming.

Here are some possible ways to wrap up an activity:

- Choose one or two questions from the discussion questions and talk about them as a whole group.
- Ask a representative from each group to give a brief summary of their group's discussion.
- Have one or two groups present their ideas to the entire group; participants from non-presenting groups ask questions.
- Go over some of the common errors you heard while monitoring the activity.
- Ask the class about the most important information they got from the discussion.
- Ask the class what they want to learn more about.
- Ask the class if what they learned from the discussion will have a direct impact on their lives in any way.

Ways to Get Active Participation in Group Discussions

While group work is an excellent way for participants to collaborate with and learn from one another, group work is not always an effective learning experience for everyone because some members participate more actively than others. In order to make group work effective, find ways to make sure everyone has the chance to participate. For most group activities, aim for groups of three to five participants. Groups of more than five are often too large for equal participation.

- A. One way to achieve equal participation is to appoint a leader in each group who is responsible for making sure everyone in the group participates.

The leader might be specifically directed to use phrases such as the following to encourage participation:

PHRASES TO KEEP EVERYONE INVOLVED

1. [Name], what do you think about _____?
2. [Name], what is your opinion?
3. Does everyone agree about _____?
4. Does anyone disagree with this point?
5. Does anyone have anything to add?
6. Could everyone please give their opinion about _____?

- B. Another way to ensure more equal participation is to assign roles so that everyone in the group has a part to carry out.

Here are some common roles for group tasks:

- **Leader:** keeps everyone on task and involved in the discussion
- **Secretary:** records the group's ideas and answers
- **Timekeeper:** keeps track of time and makes sure the work gets done on time
- **Reporter:** reports the group's findings or summarizes the group's discussion for the class
- **Monitor:** reminds group members to practice the target language

These roles can be rotated for different activities.

In Appendix B, there is a handout with useful questions and expressions for discussion. It's a good idea to share this handout with your MOOC Camp participants from the first Camp session.

- C. An additional way to make participation even is to have some activities in which each member of a group has an equal amount of time to speak. For instance, each student might be allowed to speak for thirty seconds or one minute about a particular topic or issue. When one person is speaking, the other members of the group listen.

Netiquette (Online Etiquette)

Learners who are working through the MOOC components online might be new to various aspects of online collaborative learning activities, such as writing on discussion boards or engaging in peer review, and might need your guidance in learning to communicate in ways that make these exchanges effective learning activities. You might start a session on online etiquette, or "netiquette," by having a short discussion with participants to elicit ideas about how to communicate effectively online.

With discussion board replies, direct participants to think about writing something positive in their reply and posing a thoughtful question. For example: *Carly, I really liked what you said about ways to decrease pollution. How do you think the new regulations on vehicles will have an impact?* You can also help participants with communication on discussion boards by providing them with some phrases for polite disagreement such as *I see your point about ____, but ____* or *I like what you said about ____, but what about ____?*

For peer review sessions, participants might need some guidance for giving useful feedback. Participants who are not used to giving feedback sometimes only provide their classmates with vague comments such as *Nice job* or *Good work* or focus on minor errors, such as misspelled words or missed punctuation. This kind of feedback is usually not very effective for helping someone improve a piece of writing. You can start a session on peer review by helping students understand that the purpose of peer review is to offer and receive a reader's response to a draft in progress so that the writer gets ideas about how to revise. You can help direct your participants' peer-review responses by giving them some questions to think about as they write a peer review.

QUESTIONS FOR PEER REVIEW

1. What is your reaction to this piece of writing?
2. What do you like about this piece of writing?
3. What is your favorite part of this piece of writing?
4. Are there any parts that are confusing or difficult to understand? If so, what are they?
5. Are there any parts that could be developed?
6. Do you have any other suggestions for improvement?

You can practice with participants by giving them a mock sample text and having them write a peer review based on the questions above.

Attendance

It's important to keep careful attendance records for your MOOC Camp, especially if you will be providing certificates at the end of the Camp. How you organize the attendance is up to you, but be careful to take attendance each week and make sure your records are accurate. If you are not sure who will attend each week, you can create a sign-in sheet for each session that participants fill in to indicate their presence. See below for a sample attendance sheet. If you know that you will have the same participants each week, you can create a list and call names to check attendance. Because certificates are usually highly prized by many students, some participants might claim that you made a mistake in keeping track of attendance when they actually did not attend the required number of sessions, so it's important to carefully record attendance.

English for Business and Entrepreneurship MOOC Camp attendance (October 2, 2020)

Name	Email address	Phone number

A Platform for Group Communication

A Facebook group, a WhatsApp group, or other means of electronic communication can be a good way for facilitators and participants to communicate about anything related to the MOOC Camp. Try to choose a method of communication that is available to all participants. Through an online group, participants can interact with one another over the course of a MOOC Camp. Participants can support each other by sharing information about the MOOC. Your designated online space can also be an effective channel for transmitting any messages you have, such as a venue or meeting-time change. A social media group can also be a good way for participants to stay in touch with each other after the completion of the MOOC.

The Successful Facilitator

While there are a number of factors that contribute to the successful facilitation of a MOOC Camp, don't be overwhelmed or overly anxious about facilitating a Camp. The more you facilitate MOOC Camps, the more you will become familiar with your target populations and what works best within your context. Remember that one of the most important aspects of the MOOC Camp is that it provides participants with the chance to come together in the same physical space to discuss the contents of a MOOC instead of only working online. Whatever choices you make as a facilitator, think of your main goal as providing participants the opportunities to talk to each other and support one another's learning through discussions and online activities.

AT THE END OF A MOOC CAMP

Graduation

Most MOOC participants who have completed a MOOC course enjoy having a graduation ceremony to celebrate their achievement. Graduation ceremonies serve to recognize the participants' commitment to the course and can motivate them to take future courses. During the graduation, you will present participants who successfully completed the MOOC Camp with certificates. You can also add in other activities as you see fit. For instance, you might organize a fun activity or have a special guest speaker. You can be sure that most participants will like to take many photos. Many MOOC participants have mentioned that graduation was the highlight of their MOOC Camp experience.

Certificates

Many MOOC courses offer certificates for completion of coursework with a passing score. You can also offer a certificate for completion of your MOOC Camp facilitated sessions. In the case that some or even all of your participants are only attending the facilitated sessions, this will be important to participants. However, there must be a minimal requirement of attendance for participants to receive a MOOC Camp certificate. As a general rule, participants should attend at least 80 percent of facilitated sessions to get a facilitated session certificate. You can find certificate templates in recent versions of Microsoft Word or through a number of certificate-building websites. Before you create and print any certificates with participants' names, make sure you have spelled all names correctly. You can verify spelling during the last facilitated session.

Preparing for the Next MOOC Camp

Now that you have finished a MOOC Camp, congratulate yourself on a job well done. You can start thinking about your next MOOC Camp. Ask participants what MOOCs they might be interested in doing in the future. Outstanding MOOC Camp participants often make good facilitators. Consider asking some of your top participants to host a MOOC Camp. You might co-host a future MOOC Camp with a new recruit, or your new recruits might host MOOC Camps on their own.



Appendix A: Frequently Asked Questions about MOOCs and MOOC Camps

1. What is a MOOC?

MOOC stands for Massive Open Online Course. A MOOC is an online course that is open to anyone who wants to enroll; there is no limit for attendance. MOOCs cover a variety of topics and subjects. For whatever you want to learn, you can probably find a MOOC. MOOCs typically last from four to six weeks, in some cases longer. The time commitment needed to complete all components of each weekly module is usually around five to six hours, but this varies from learner to learner. Some MOOC providers offer specializations, degrees, and certificate programs, which require completion of a number of certain courses. MOOCs have a variety of learning components but typically include lectures, videos, and reading materials as well as discussion platforms where course participants can interact. Most MOOCs also have assessments, such as quizzes and tests. Successful completion of all MOOC components generally results in a certificate.

You can find information on <https://americanenglish.state.gov> about OPEN (Online Professional English Network) MOOCs for learners including *English for Business and Entrepreneurship*, *English for Career Development*, *English for Science, Technology, Engineering, and Mathematics*, *English for Journalism*, and *English for Media Literacy*.

The American English website also has information on MOOCs for English language teachers: *Teaching Grammar Communicatively*, *Integrating Critical Thinking Skills into the Exploration of Culture in an EFL Setting*, *Content-based Instruction*, *Teaching English to Young Learners*, *Professional Development for Teacher Trainers*, and *Using Educational Technology in the English Language Classroom*. You can find information about these MOOCs at <https://www.openenglishprograms.org/MOOC>.

2. Who are some common MOOC providers?

There are a number of MOOC providers with numerous MOOCs covering a variety of subjects. Below is a list of some of the common MOOC providers. Keep in mind, however, that this list is continuously expanding as new MOOC providers enter the market.

- Academic Earth <http://academicearth.org>
- Canvas <http://www.canvas.net>
- Cognitive Class <https://cognitiveclass.ai>
- Coursera <https://www.coursera.org>
- edX <https://www.edx.org>
- FutureLearn <https://www.futurelearn.com>
- Khan Academy <https://www.khanacademy.org>
- iversity <https://iversity.org>
- MIT OpenCourseWare <https://ocw.mit.edu/index.htm>
- NovoEd <https://novoed.com>
- OpenLearning <https://www.openlearning.com/courses>
- Saylor Academy <https://www.saylor.org>
- Udacity <https://www.udacity.com>
- Yale University <https://oyc.yale.edu>

3. Are MOOCs free?

Many MOOCs began as free courses, but now most MOOCs have certain free and paid components. MOOC providers differ on what they provide for free and what they provide at a cost. Some MOOCs offer financial aid to help participants who are not able to cover tuition fees. There are no costs, however, for attending the facilitated MOOC Camp sessions.

4. Do I have to have a computer to do this course?

You can do a MOOC on a computer, a laptop, a tablet, or a cell phone. You need an Internet connection to be able to access the course.

5. How long is the course?

Many MOOCs are five weeks in duration. To find out for sure about the length of your course, check the MOOC online or ask your facilitator. Be aware that the length of your MOOC Camp might be different from the length of the MOOC you are taking.

6. How many hours will I need to spend on the course each week?

Most MOOCs typically require five to six hours per week to complete all tasks, in addition to any time spent in a facilitated session. However, time varies greatly, depending on topic, language level of the topic and learner, and learner motivation.

7. What do start dates and end dates mean?

Most MOOCs have several sessions per year with specific start and end dates. As a trend, MOOCs have become more flexible, and it is more common now to have “roll-over enrollment.” This means if a learner does not finish all tasks within a session end date, the learner can enroll in a later session to finish the course.

8. What is the purpose of the facilitated sessions?

The facilitated sessions (and MOOC Camps) were created to give you a chance to discuss course content and interact with other participants in the same course in your local area. Participants who attend facilitated sessions are more likely to complete all MOOC components than those who work on their own.

9. Do I have to attend both the facilitated sessions and do the online work?

No. If you like, you can work on the online course on your own, or you can just come to the facilitated sessions. If you would you like to do both the online course and the facilitated sessions, that's great too.

10. Can I access previous material after a week has ended?

Yes. Once a week opens (the content for that week becomes available online), that material will remain available throughout the rest of the course.

11. How do I pass the course?

To earn a MOOC Camp certificate, you will need to attend 80 percent of the facilitated sessions. To earn a certificate from the MOOC provider, you will need to get a passing score on all the required tasks. In some cases, MOOC providers require payment in order to receive a certificate.

Appendix B: Useful Expressions for Discussions

USEFUL EXPRESSIONS FOR DISCUSSIONS

To start a discussion

What do you think about _____? Do you think _____ is a good thing?

Are you surprised about _____?

Let's start our discussion by sharing our opinions on _____. Who wants to start?

To ask for an opinion

What do you think? What do you think about _____? Do you think _____? What are your views on _____?

To state your opinion

I think _____. In my opinion, _____. It seems to me that _____.

As I see it, _____. From my point of view, _____. Personally, I think _____.

To bring other ideas into the discussion

[Name of person], what do you think about _____?

[Name of person], what is your opinion?

Does anyone have anything else to add?

To show agreement

I agree. I completely agree.

You are absolutely right. I couldn't agree more.

I think that's a great idea. I agree with [name of person].

To disagree politely

I'm not so sure about that. I don't think so. I see your point, but _____.

I understand what you're saying, but _____.

I'm sorry, but I don't agree. I'm afraid I disagree.

To summarize a discussion

Okay, we're almost out of time. Where do we stand on this topic?

Okay, some of the people think that _____, and others think that _____.

Okay, so what is the consensus of the group? Do we have a consensus?

Useful language for adding information

I'd like to add to what [name of person] said about...

We should also consider the fact that...

I'd like to add another point... And another thing is that...

Useful language for providing feedback and reinforcement

That's important to know, [name of person].

That's very interesting, [name of person].

Good point, [name of person].

Thanks for sharing that, [name of person].

Appendix C: Feedback for MOOC Camp

Feedback for MOOC Camp for _____ (Put name of course in the blank.)

Circle the most appropriate answer for each sentence below.

1. Because of this course, I know more about _____ than I did before the course.
(topic of course)
 - a. Strongly agree
 - b. Somewhat agree
 - c. Agree
 - d. Somewhat disagree
 - e. Disagree
2. Because of the course, my English improved.
 - a. Strongly agree
 - b. Somewhat agree
 - c. Agree
 - d. Somewhat disagree
 - e. Disagree
3. I found the facilitated sessions (where we studied together) useful.
 - a. Strongly agree
 - b. Somewhat agree
 - c. Agree
 - d. Somewhat disagree
 - e. Disagree
4. I signed up for this MOOC online.
 - a. Yes
 - b. No

If your answer to 4 is "No," please explain why: _____

5. The following describes me:
- a. I followed both the online course and the facilitated sessions.
 - b. I only took part in the facilitated sessions.
6. I completed all the online coursework.
- a. Yes
 - b. No
7. I am interested in taking part in MOOC Camps in the future.
- a. Yes
 - b. No

If you answered “Yes” to 7, please write down the topics you are interested in studying:

8. Please write any other comments you have about the _____ MOOC or the facilitated sessions below:
